

2024
2025

Nita M. Lowey 21st Century Community Learning Centers

ANNUAL EVALUATION REPORT

Boys & Girls Clubs of Monmouth County

October 27, 2025



**Laurus Grant Writing
& Evaluation Services**



37 Kings Road, Madison, NJ 07940
Christine Corrison, LCSW
ccorrison@laurusgrants.com

Table of Contents

Executive Summary	2
Program Overview	3
Methodology	3
Enrollment and Attendance	3
Participant Attendance	3
Participant Demographics	4
Programming and Activities	6
Service Hours	6
Student Services	7
Parent/Family Activities and Engagement	10
21CCLC Advisory Board & Student Council	10
Staff and Professional Development	10
Collaborative Work	11
Partnerships and Collaborations with Local Organizations	11
Community Impact	12
Outcomes and Evaluation	12
NJ Department of Education Surveys	12
Parent Summer Surveys	12
Teacher Surveys	12
Staff Surveys	13
Limitations	13
Conclusions	13
Successes	13
Recommendations	14
Appendices	16
Appendix 1: Parent Summer Survey	16
Appendix 2: Program Goals and Objectives	17

Executive Summary

The Boys & Girls Clubs of Monmouth County (BGCMC) Nita M. Lowey 21st Century Community Learning Centers (21CCLC) program began its first year of afterschool programming on November 1, 2024 at three school sites: Asbury Park Middle School, Bradley Elementary School, and College Achieve Charter School. Students were provided with a robust afterschool program for the entirety of the school year, concluding on June 6, 2025, with an additional 4 week summer program held from June 30, 2025 to August 7, 2025. The program's summer hours were from 8am to 4pm, Monday through Friday, at Bradley Elementary School and Monday through Thursday at College Achieve Charter School, far exceeding the required hours of the 21CCLC grant.

Laurus Grant Writing & Evaluation Services (Laurus) prepared this evaluation report to provide program leadership and stakeholders, including the Advisory Board, with insights that can guide future programming and support the program's continuous improvement efforts. The report offers an overview of program implementation and presents evaluation findings from year 1. It describes the types of data collected, highlights what that data means for program improvement, and identifies trends in program attendance, academic performance, and other possible impacts to program attendees. Ultimately, this report supports the program's ongoing improvement efforts and contributes to a comprehensive longitudinal analysis to be completed at the end of the five-year grant cycle.

Key findings in year 1 are as follows: The program served a total of 136 students, with 106 students who attended the program for 30 days or more, 82% of its target enrollment of 130. The program offered activity hours in an array of in all required activity categories, including but not limited to academic enrichment, academic improvement/remediation, character education, recreation, tutoring/homework help, youth development/learning activities, and parental involvement activities. Stakeholder feedback was solicited via surveys from students. NJDOE post-survey results showed that students in the program were academically motivated, maintained positive relationships with staff, and had voice and choice in how and what they participated in.

Based on these findings, the year 2 recommendations for the program include increasing the number of students attending 30 days or more to reach the target of 130, expanding data collection to incorporate spring and summer parent surveys, increasing parent involvement, and collecting report cards, school attendance and test scores for students attending 30 days or more.

Program Overview

Lead Agency	Boys and Girls Clubs of Monmouth County (BGCMC)
Project Director	Tykeeya Mitchell
Program Sites	Asbury Park Middle School
	Bradley Elementary School
	College Achieve Charter School
Grant Year	Year 1 of 5
Program Theme	STEM
Target Enrollment	130 students in grades 3-8

Methodology

This evaluation draws on both quantitative and qualitative data collected throughout the grant year. Data sources for the report include: data obtained from the New Jersey PARS21 database; in-person program observations conducted on December 17, 2024, January 22, 2025 and July 29, 2025; review of program materials; interviews with the Project Director, Site Coordinators, and other staff; surveys completed by students and teachers; quarterly narrative summary reports; attendance at Advisory Board meetings; and other supplemental data sources. All programmatic data included in this report was obtained via the State of New Jersey's PARS21 database on July 29, 2025.

Enrollment and Attendance

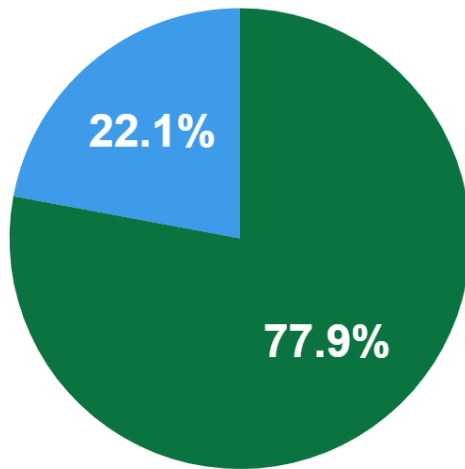
Participant Attendance

The program's target enrollment for the 2024-2025 school year was 130 students. This year, the program served a total of 136 students across all sites. In the state of New Jersey, a regular attendee is defined as a student participating in program activities for 30 or more days. 106 students attended the program for 30 or more days, 82% of the target enrollment. 113 of the total participants- 83% - attended 15 days or more, indicating high retention.

Program Enrollment	Asbury MS	Bradley ES	College Achieve	Total 21CCLC Program	
Target Enrollment				130	-
Regular attendees (30+ days)	34	50	22	106	82% of target
Total Participants	41	67	28	136	105% of target

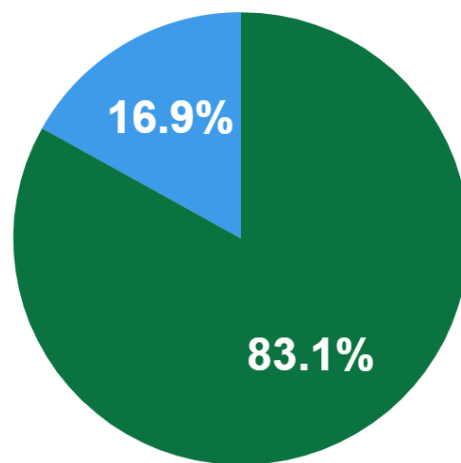
Regular Attendees

- Regular Attendee (30+ days)
- Attended less than 30 days



Students with 15+ Attendance Days

- Attended 15+ days
- Attended less than 15 days

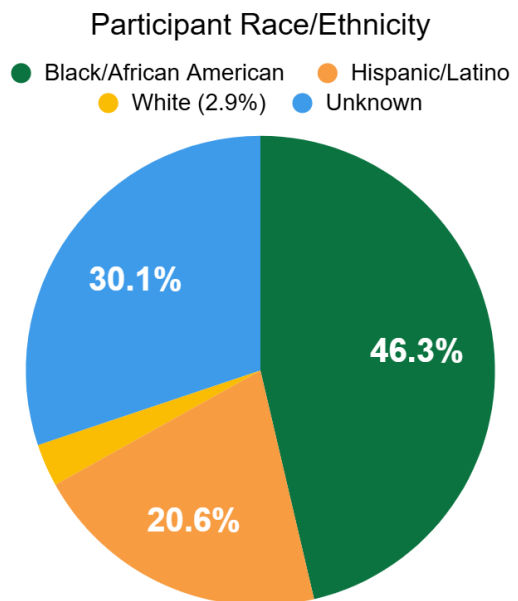
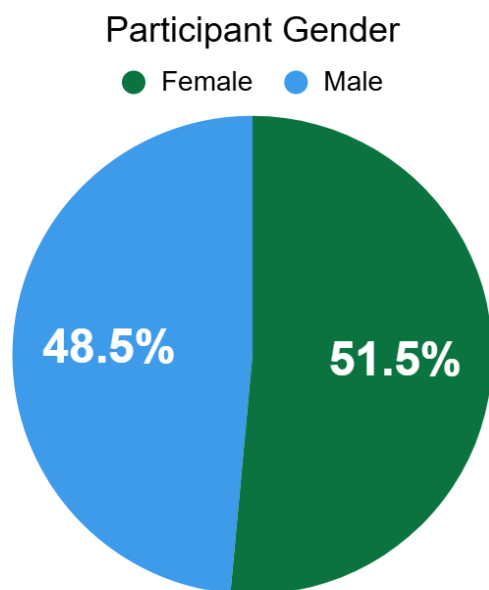
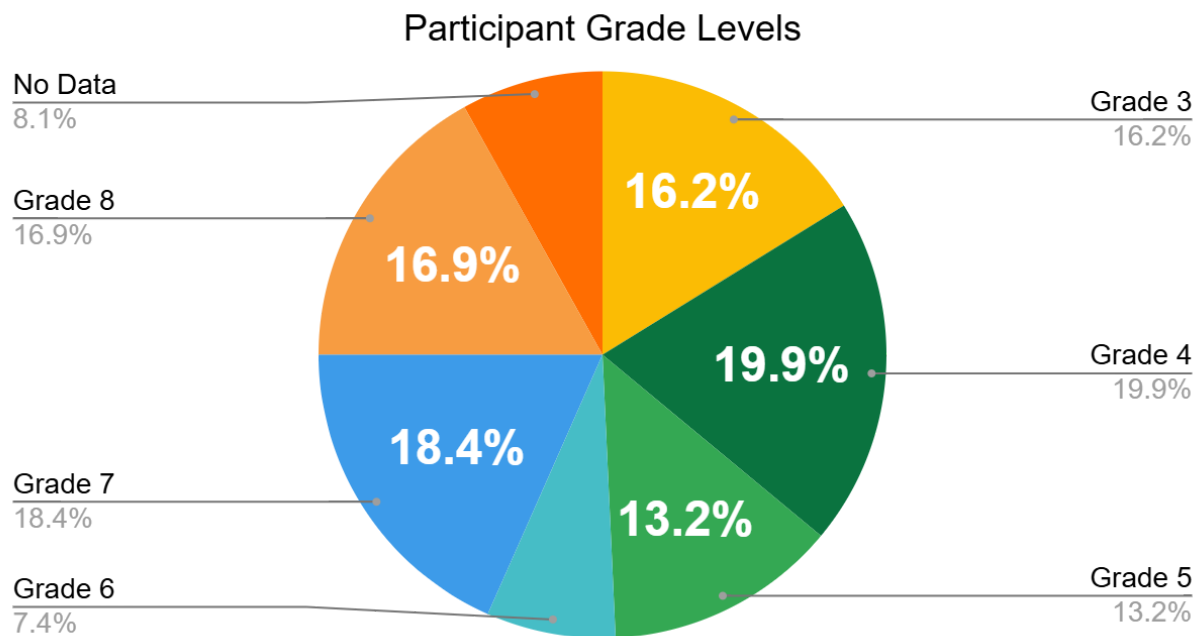


Regular Attendees	Asbury MS	Bradley ES	College Achieve	Total 21CCLC Program	
Regular attendees (30+ days)	34	50	22	106	77.9%
Attended less than 30 days	7	17	6	30	22.1%
Total Participants	41	67	28	136	

15+ Days of Attendance	Asbury MS	Bradley ES	College Achieve	Total 21CCLC Program	
Attended 15+ days	35	55	23	113	83.1%
Attended less than 15 days	6	12	5	23	16.9%
Total Participants	41	67	28	136	

Participant Demographics

The BGCMC 21CCLC program serves students in grades 3 through 8 from both genders and from various race/ethnicities, as detailed below. 62% of students qualified for free or reduced price lunch, which is New Jersey's measure of family income level.



Grade Levels	Asbury MS	Bradley ES	College Achieve	Total 21CCLC Program	
Grade 3	0	17	5	22	16.2%
Grade 4	1	22	4	27	19.9%
Grade 5	0	14	4	18	13.2%
Grade 6	0	7	3	10	7.4%
Grade 7	18	1	6	25	18.4%
Grade 8	20	1	2	23	16.9%
No Data	2	5	4	11	8.1%
Total Participants	41	67	28	136	

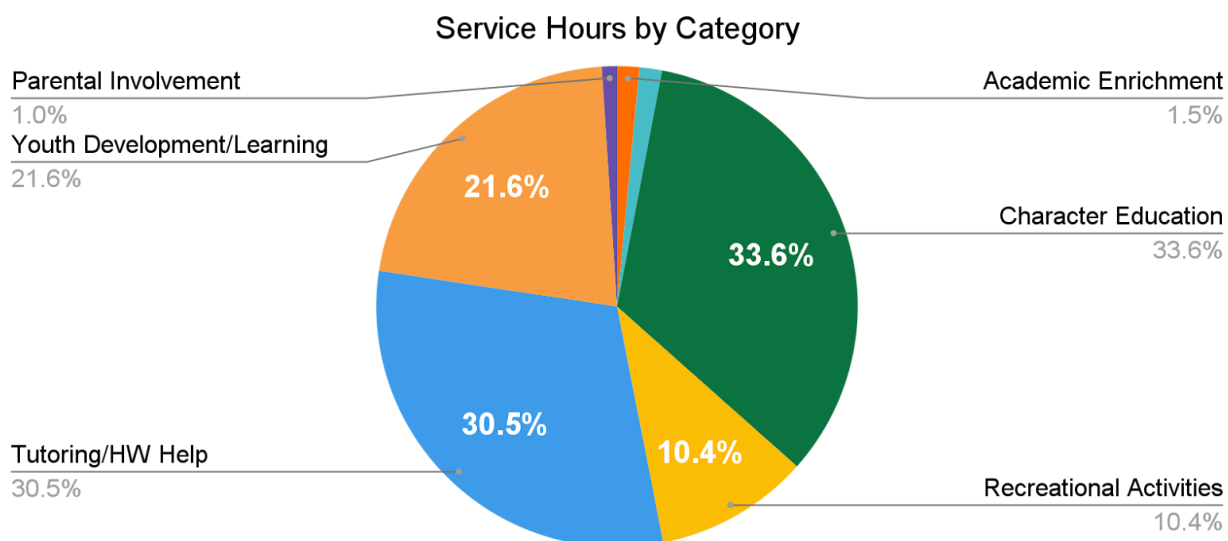
Gender	Asbury MS	Bradley ES	College Achieve	Total 21CCLC Program	
Female	22	33	15	70	51.5%
Male	19	34	13	66	48.5%
Total Participants	41	67	28	136	

Race/Ethnicity	Asbury MS	Bradley ES	College Achieve	Total 21CCLC Program	
Black/African American	28	17	18	63	46.3%
Hispanic/Latino	7	16	5	28	20.6%
White	1	2	1	4	2.9%
Unknown	5	32	4	41	30.1%
Total Participants	41	67	28	136	

Programming and Activities

Service Hours

The program offered 1,118.00 hours of student services during the afterschool and summer program. The 21CCLC program also provided 11.50 hours of parent and family engagement services throughout the year, which are detailed in the next section of this report. Activities are grouped by 21CCLC categories in the PARS21 database, as outlined below.



Service Hours by Category	Total 21CCLC Program		Asbury MS	Bradley ES	College Achieve
Academic Enrichment	17.00	1.5%	-	17.00	-
Academic Improvement/Remediation	17.00	1.5%	-	-	17.00
Character Education	379.00	33.6%	90.00	123.00	166.00
Recreational Activities	117.00	10.4%	16.00	50.00	51.00
Tutoring/Homework Help	344.00	30.5%	82.00	114.00	148.00
Youth Development/Learning Activities	244.00	21.6%	72.00	81.00	91.00
Parental Involvement Activities	11.50	1.0%	-	3.00	8.50
Total Service Hours	1,129.50		260.00	388.00	481.50

Student Services

The BGCMC 21CCLC program provided participants with an afterschool program five days each week for three hours daily. Each day, the program provided one hour of power hour to complete homework. Students were also provided with a snack and full dinner before dismissal.

A series of summer field trips were offered at College Achieve Charter School and Bradley Elementary. Although these trips were not recorded in the PARS21 database, documentation was provided to the evaluator for inclusion in this report. These field trips included:

- Urban Air
- Swim at Asbury Park
- Keansburg Water Park
- Slime University

- Jackson Roller Skating
- AMC Theatres
- iPlay America
- Manahassat Park
- Chuck E. Cheese
- Asbury Park Water Park
- Jenkinson's Aquarium
- Sky Zone

The following tables provide a detailed overview of activities entered into the PARS21 database at each site in year 1.

Asbury Park Middle School Student Activities

Student Activity	# of Participants	Service Hours
Character Education		
Daily Check In	38	90.00
Recreational Activities		
Triple Play	37	16.00
Tutoring/Homework Help		
Power Hour	39	82.00
Youth Development/Learning Activities		
Arts & Crafts	37	18.00
Film Study	36	8.00
HYLA	28	2.00
Healthy Habits	28	1.00
Martial Arts	35	11.00
SEL	35	12.00
STEM	35	16.00
Student Council	35	3.00
Team Building	34	1.00
	Total Hours	260.00

Bradley Elementary School Student Activities

Student Activity	# of Participants	Service Hours
Academic Enrichment		
Tutoring	51	17.00
Character Education		
Daily Check In	60	123.00
Recreational Activities		

Tennis	25	2.00
Triple Play	66	48.00
Tutoring/Homework Help		
Power Hour	59	114.00
Youth Development/Learning Activities		
Arts and Crafts	37	6.00
High Yield Learning Activities	52	15.00
Monmouth Arts	40	5.00
SMART Moves	44	13.00
Snapology	39	2.00
Social Recreation	54	34.00
Youth Prosper	52	6.00
	Total Hours	385.00

College Achieve Charter School Student Activities

Student Activity	# of Participants	Service Hours
Academic Improvement/Remediation		
Academic Improvement/Remediation	6	2.00
Tutoring	18	15.00
Character Education		
Daily Check In	28	166.00
Recreational Activities		
Triple Play	27	51.00
Tutoring/Homework Help		
Power Hour	25	148.00
Youth Development/Learning Activities		
Arts	23	19.00
Game Room	11	6.00
Groups	10	2.00
Healthy Habits	19	7.00
Lego Club	19	12.00
Master Chefs	21	15.00
Morning Session	6	4.00
Recreational	9	1.00
STEM	18	13.00
Social Recreation	19	12.00
	Total Hours	473.00

Parent/Family Activities and Engagement

21CCLC program staff maintained regular communication with parents and families via phone calls, text messages, emails, social media, newsletters, and conversations during student dismissal. Parents and families were invited to parent engagement events and encouraged to participate in the program through 21CCLC events and activities.

The program held a total of 11.50 hours of parent and family programming, including holiday events such as Love & Laughs, Trunk or Treat, and Jingle & Mingle, discussed below. Some parent engagement hours were not entered into PARS21. However, the program has attendance and sign in sheets for the following activities.

Parental Involvement Activity	# of Parents	Service Hours
Bradley Elementary School		
Love and Laughs- Valentine's Parent Engagement Event	13	1.50
Trunk or Treat Parent Engagement	11	1.50
College Achieve Charter School		
Student Display Wax Museum Event	12	1.50
Black History Showcase	15	1.50
Jingle & Mingle- Christmas Engagement Event	11	1.50
Valentine's Party	12	1.50
Family Game Night	17	1.50
Paint and Plant- Parent Engagement	19	1.00
Totals	110	11.50

21CCLC Advisory Board & Student Council

The Advisory Board, established in January 2025, comprised principals, teachers, site coordinators, two parents, the evaluator, and the 21CCLC Project Director. During its meetings, the board reviewed its goals and accomplishments, including efforts to reach the target enrollment. At Asbury Park Middle School, the student council met for three hours during the first year, according to the PARS21 data collection system. While the other two sites also held student council meetings, their attendance was not recorded in PARS21.

Staff and Professional Development

The program maintained a full staff roster at all sites. BGCMC 21CCLC program staff consisted of the Project Director, 3 site coordinators, Youth Development Professionals (YDP), a data entry staff member, and 3 certified teachers for tutoring.

Professional development opportunities were provided to program staff throughout the year starting with Staff Orientation, held prior to the start of the program. Staff participated in a variety of training sessions offered both online and in person. Online trainings were offered through Spillet University, a platform used by the Boys and Girls Clubs of America. In-person professional development included Staff Orientation, health and safety, mandated reporting, trauma-informed practices, working with children with autism, positive discipline, and other topics required for licensed programs.

The Project Director attended all required state meetings and multiple trainings hosted by AIR, the statewide evaluator for 21CCLC. The Project Director and other key staff also attended conferences, including NJSACC's Annual Conference, BGCA national leadership conferences, and a mini-conference also hosted by NJSACC.

Collaborative Work

Partnerships and Collaborations with Local Organizations

The 21CCLC program collaborated closely with local organizations to ensure that program students and families received high-quality programming. In addition to the Asbury Park Public Schools and College Achieve Charter School, the program worked with the following organizations in year 1:

- Fulfill of Monmouth and Ocean Counties
- Snapology
- Think Big for Kids
- NJ Tutoring Corp
- Monmouth Arts
- Boys & Girls Clubs in New Jersey
- Boys & Girls Clubs of America (BGCA)
- Asbury Park Recreation
- The City of Asbury Park
- Mayors Wellness Committee
- Asbury Park Healing Together
- Monmouth Martial Arts

Some services provided by these organizations included:

- Individual tutoring
- STEM Programming
- Arts Programming
- Mentoring
- Martial Arts Programming
- Culinary Arts Programming
- Volunteer opportunities

Community Impact

Students were offered volunteer opportunities, including a back-to-school backpack giveaway, a free haircut event, and summer park cleanups in collaboration with the Parks Department.

Outcomes and Evaluation

NJ Department of Education Surveys

21CCLC programs are required to complete pre- and post-surveys for students through the NJ DataHub system. In year 1, 53 students participated in the pre-survey and 43 participated in the post-survey; 52 pre-surveys and 37 post-surveys were completed in full. Feedback from students varied across program sites, but some positive trends were established. Participants in the BGCMC program consistently identified as academically focused, with 92% of students from Bradley ES, 88% from College Achieve Charter School, and 67% from Asbury Park MS reporting getting good grades as one of their top priorities. When asked how often they get to choose how they spend their time in the program, 67% of students from Asbury Park MS and 75% from College Achieve Charter School said they get to choose often or sometimes. Furthermore, students were positive about their experiences with program staff, with 100% from College Achieve Charter School, 81% from Asbury Park MS, and 71% from Bradley ES reporting that there is an adult in the program they enjoy being around. A full reporting of these results, including topics such as student/staff relationships and student values, are available via the NJ DataHub system for program staff to review.

Parent Summer Surveys

At the conclusion of the summer program, the program distributed surveys developed by the local evaluator to gain a parent/family perspective (see *Appendix 1* for a copy of the survey). The response rate was low, with only 7 parents completing the survey. All parents who participated in the survey expressed positive feedback, with all parents reported being satisfied or very satisfied with the program. Additionally, all parents indicated that they felt their child was safe and that the program provided a positive environment. Although feedback was overall positive, the results are not representative of all parents in the community. The program should aim to increase parent engagement and encourage parents to give feedback about the program.

Teacher Surveys

School day teachers of regularly attending 21CCLC students completed surveys at the end of the year to provide input about student progress over the course of the year. Teachers completed surveys for 11 individual students. Teachers reported that the majority of students did not need improvement in the surveyed areas. However, one student was reported needing improvement in coming to school/motivation to learn/get along with others, and that student

improved. Of the 2 students needing improvement in homework completion/class participation, all students were reported as showing improvement. Teachers also reported that 60% of the 5 students needing support in math demonstrated improvement, while 50% of the 4 students needing improvement in reading showed progress.

	Improvement Not Needed	Improvement	No Change	Decline
Coming to school/motivation to learn/getting along with others	10	1	0	0
Homework completion & class participation	9	2	0	0
Math Grades this year	6	3	2	0
Reading/Language this year	7	2	2	0

Staff Surveys

New Jersey 21CCLC staff are required to complete a survey through the NJ DataHub system to provide feedback and insights into the programs in which they serve. This school year, 11 staff members participated in the survey across all sites, with 8 staff completing it in full: 1 from Asbury Park MS, 3 from College Achieve Charter School, and 4 from Bradley ES. Survey results in the NJ DataHub system are only generated if a site has 6 or more staff responses to ensure respondent anonymity; therefore, survey results were not published and were not analyzed as part of this report.

Limitations

- Program staff were unable to collect report cards or test scores for students attending the program this year. Without this data, it is difficult to assess student progress in alignment with the program's goals, objectives, and indicators.
- As previously mentioned, the program received 7 parent survey responses this year. Having a higher response rate on any stakeholder survey would improve the representativeness of the sample, thereby increasing the generalizability of the results.

Conclusions

Successes

- **Establishing the Program** Program staff successfully established the 21CCLC afterschool program across the sites, achieving a total enrollment of 136 students, with 106 students attending 30 days or more. During year 1, the BGCMC 21CCLC program implemented a variety of recruitment strategies. However, recruitment was challenging due to the program's delayed start resulting from a postponed grant award, as well as

the absence of a previously established afterschool program at the sites. These factors are reflected in the student enrollment numbers.

- **School Collaboration** The BGCMC program has developed strong, collaborative partnerships with school administrators across all three sites. Program staff maintain effective communication with administrators, and many school-day staff members including grade-level and content-area specialists also participate in the program. In addition, the Site Coordinator meets regularly with the school principal to plan and coordinate special events such as the Black History Showcase, Family Game Night, and the Paint and Plant Family Night.
- **Programming** The BGCMC 21CCLC program offered students a wide range of engaging activities designed to appeal to diverse interests and learning styles. Through partnerships with community organizations, the program expanded its offerings to include individual student tutoring, Martial Arts, Culinary Arts, and a variety of STEM activities and clubs. During the summer session, students participated in high-interest field trips that enriched their learning experiences. The program also demonstrated its commitment to community engagement by encouraging students to take part in the student council as well as local volunteer opportunities, helping them develop empathy, leadership, and social awareness. This diverse programming ensures that every student can discover activities that align with their interests while exploring new skills and hobbies in a supportive, inclusive environment.
- **Project-Based, Hands-On Learning** The program emphasizes project-based, hands-on learning in all its activities. Program staff and collaborators design intentional, well-structured activity plans featuring engaging, hands-on experiences using high-quality materials. For example, the culinary arts curriculum on the student most liked programs offers an exciting, hands-on approach to STEM learning, combining high interest with practical application.
- **Student Staff Connections** Student post-survey says that students report having a staff member they enjoy being around. In addition, during observations the evaluator noted that staff provided a warm and welcoming environment. The rules of the program were clear and understood by all participants. In leading activities, staff provided step by step instructions and guidance to students to further ensure success and a positive learning experience where students could learn from mistakes and ask for help with confidence.

Recommendations

- **Student Enrollment and Participation** In year 2, the program should begin by mid September to reach the target number of 130 students attending 30 days or more by December 1, 2025. The program should continue to collaborate with each school to find creative ways to recruit additional students.

- **Student Academic Data** Regular students' grades and test scores should be monitored during the school year and at the yearend point to be analyzed by the evaluators to assess program impact in the final report.
- **Data Entry** To ensure real-time insight into program activities, attendance, and overall implementation, all activity data, including field trips, Student Council meetings, and parent/family engagement, should be consistently entered into the new EZReports system at the frequency requested by NJ DOE. This timely data entry will provide the evaluator, NJ DOE Program Officer, and Project Director with the most current information which can be utilized in ongoing program improvement efforts and reporting.
- **Parent Engagement** As previously mentioned, data for some parent engagement activities was not entered into the PARS21 system and monthly parent activities must be provided. It is recommended that a calendar of monthly events be developed and made available to parents at the beginning of the school year. All efforts to engage parents should be documented and attendance for parents taken. The program should subsequently ensure that data is entered into the state data system and is representative of all program offerings.
- **Parent Surveys** The program should distribute information and collect surveys from at least 50% of parents at the end of the school year, in addition to the summer surveys conducted this year. Engaging parents through these surveys helps foster a sense of community and promotes open communication between families and the school.
- **Program Planning** the program staff should review this evaluation report at the first Advisory Board meeting and schedule a planning meeting to review the goals, objectives, and indicators of the grant, assess progress, and formulate an action plan to meet all goals, objectives, indicators, and evaluator recommendations in year 2.

Appendices

Appendix 1: Parent Summer Survey

21st Century Community Learning Centers - BGC Monmouth
Parent Survey Summer 2025



1. What grade was your student in last year? ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th
2. Did your student participate in the 21stCCLC Afterschool Program last school year? ☐ Yes ☐ No
3. How much does your student enjoy the program?
- ☐ ★★★★★ Likes the program very much
- ☐ ★★★ Mostly likes the program
- ☐ ★ Does not like the program
4. Does your child's participation in the program make it easier for you to go to work or school? ☐ Yes ☐ No

Please circle the best answer:

5. My student has made new friends at the summer program.	Yes	No	Unsure
6. I feel my child is safe at this summer program.	Yes	No	Unsure
7. I feel that this summer program is a positive place for my student.	Yes	No	Unsure

8. What were your child's favorite activities/events this summer? _____
9. How would you rate the communication between you and program staff this summer?
- ☐ Excellent ☐ Good ☐ Poor ☐ There is little or no communication
10. Have you been contacted by the summer program staff regarding the following (*please check all that apply*):
- ☐ Child's absence from the summer program ☐ Child's behavior at the program
- ☐ Transportation to or from the summer program ☐ Invitations to attend program events/workshops
- ☐ I have not been contacted by the summer program staff
11. How satisfied are you overall with the summer program?
- ☐ ★★★★★ Very satisfied ☐ ★★★ Satisfied ☐ ★ Not satisfied
12. Are you interested in enrolling your child in the 21stCCLC Afterschool Program in the Fall? ☐ Yes ☐ No

Please share with us any other suggestions you have to improve the summer program:

Thank you for taking our survey! Your answers will help us make the summer program even better!

Appendix 2: Program Goals and Objectives

Goal 1. To provide high-quality educational and enrichment programs that will enable students to improve academic achievement, and promote positive behavior and appropriate social interaction with peers and adults.
Obj. 1.1 The grantee will establish and maintain partnerships and collaborative relationships with schools, families, youth, and the community to enhance students' access to a variety of learning opportunities.
Indicator 1.1a: By September 16th, 2024, BGCM will enter into a written contract and/or MOU with APSD and CA that establishes a well defined system of communication, shared services, expectations and management. Evidence: Contracts Indicator 1.1b: The Advisory Board (program/school staff, families, partners, community), will meet at least quarterly to provide consistent guidance and support. Evidence: Meeting minutes, attendance. Indicator 1.1c: A written contract and/or MOU with each partner/collaborator outlining responsibilities, including meeting schedule and reporting requirements will be signed by October 1, 2024. Evidence: Contracts Indicator 1.1d: The program will solicit the talents/expertise of local agencies and families to provide workshops, community service and other activities. Evidence: Emails, flyers, activity records Indicator 1.1e: Staff will connect with partners/collaborators monthly and meet them quarterly to review and measure effectiveness of partnerships/collaborations. Evidence: Sign-in sheets, meeting minutes Indicator 1.1f: Newsletters and materials will be provided to all parents, students and stakeholders monthly and information will be shared on social media accounts. Evidence: Newsletters/materials, posts Indicator 1.1g: A Student Council, which contributes to activity development and enhances students' access to opportunities, will be established by November 1, 2023 and will meet monthly. Students from all grades will be members. Evidence: Meeting minutes Indicator 1.1h: Staff and the Student Council will establish and maintain a mechanism to assess student program engagement continuously. Evidence: Action plans Indicator 1.1i: Staff will work with partners/collaborators and the community on a NJ Celebrates Afterschool event that will help develop relationships that will continue to support the program over time. Evidence: Flyers, materials
Obj. 1.2 The grantee will adopt intentional strategies and research-based practices designed to support student skill building and mastery, both academically and from a youth development perspective.

Indicator 1.2a: This academic support will align with the Common Core Standards and utilize evidenced based computer-aided instruction in math, writing, vocabulary, spelling skills and English Language Learning. Evidenced by lesson plans and computer-aided program pre- and post-tests.

Indicator 1.2b: To promote education in math, ELA, and science and develop inquiry-based and critical thinking skills, the program will offer the following activities to 100% of students: Project LEARN, DIY STEM, Coding, Readers Theater, and Culinary Arts. Sign-in sheets and attendance reports will serve as evidence.

Indicator 1.2c: To promote arts education and related academic skills, the program will offer the following activities to 100% of students: Theatrical Acting, Theatrical Singing, Theater Stage Crew, Video Production, Dance, and Visual Arts. Sign-in sheets and attendance reports will serve as evidence.

Indicator 1.2d: To promote student leadership and SEL skills and community-serving learning opportunities, the program will offer the following activities to 100% of students: Character Education, Community Garden, Torch Club, Student Council. Sign-in sheets and attendance reports will serve as evidence.

Indicator 1.2e: Through the length of our program, 100% of students will have the opportunity to participate in activities that promote the development and mastery of new skills, ideas and interests. All program activities will emphasize inquiry-based learning to help students find answers themselves, encourage them to ask new questions along the way, provide them with time to think, investigate and problem solve before answering questions. Lesson plans, sign-in sheets and attendance reports will serve as evidence.

Obj. 1.3 The grantee will adopt practices to support the orientation, training, and development of afterschool staff in the adoption and use of intentional strategies and research-based practices to ensure program quality.

Indicator 1.3a: Prior to program start-up, BGCM will offer an orientation and training session to 100% of the program staff, where they will receive training on curricula that relate to the program activities listed above, ensuring that activities are implemented accurately and so as to have maximum impact on students. Sign-in will serve as evidence.

Indicator 1.3b: All staff will be provided with monthly professional development opportunities to help them learn how to structure and implement inquiry-based learning and use research-based strategies across program activities. Training agendas will serve as evidence.

Indicator 1.3c: The program will provide at least three (3) specific training opportunities to help promote student success in SEL, including the use of arts education in SEL programming, support equity and diversity, and trauma-informed approaches to programming. Training lesson plans will serve as evidence.

Indicator 1.3d. 100% of program staff will be invited to participate in BGCM professional development workshops alongside school day teachers, as evidenced by attendance records.

Obj. 1.4 Students regularly participating in the program will be positively impacted in terms of performance on state assessments in language arts and mathematics.

Indicator 1.4a: At least 60% of regularly participating students will show achievement gains in either math or language arts at the end of the first year of the program, as measured by internal assessments.

Indicator 1.4b: 100% of participants will be given the opportunity to complete homework daily, as evidenced by classroom logs and/or teacher surveys.

Obj. 1.5 Students regularly participating in the program will demonstrate improved school-day attendance, decreased disciplinary actions or other adverse behaviors, improved social-emotional functioning, and the development of 21st century skills.

Indicator 1.5a: At least 75% of regularly participating students will demonstrate improved school day attendance, classroom behavior, and social-emotional functioning by the end of the first program year, as evidenced by school attendance and disciplinary records, teacher evaluations and student surveys.

Indicator 1.5b: At least 50% of regularly attending students will display more positive attitudes towards work, and increased cooperation, collaboration and teamwork, as evidenced by surveys of teachers, parents and students.

Goal 2. To implement activities that promote parental involvement and provide opportunities for literacy and related educational development to the families of participating students.

Obj. 2.1 The agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.

Indicator 2.1a: Each year of the grant, the program will offer 100% of program parents the opportunity to participate in an array of adult education classes including those address drug awareness, SEL and anti-bullying, health and wellness, financial literacy, and community resources, as evidenced by program schedules and letters, social media postings, e-mails and phone calls to parents and parent sign-in sheets.

Indicator 2.1b: The program will provide quarterly Family Nights that will include interactive family activities in service-learning, literacy, and the arts, as measured by sign-in sheets.

Indicator 2.1c: At least 40% of program families will participate in at least one parent activity/event that promotes literacy, as measured by sign-in sheets.

Obj. 2.2 Parents participating in grant-funded activities will increase their involvement in the education of children under their care.

Indicator 2.2a: 100% of parents will be invited to participate in the program Advisory Board, as evidenced by program schedules and letters, social media postings, e-mails and phone calls to parents and parent sign-in sheets.

Indicator 2.2b: 100% of parents will be invited to attend quarterly student showcases, as evidenced by program schedules and letters, social media postings, e-mails and phone calls to parents and parent sign-in sheets.

Indicator 2.2c: At least 60% of program families will participate in at least one monthly parent activity/event, as measured by sign-in sheets.

Indicator 2.2d: At least 75% of program families will report increased engagement in their child's education, as measured by parent surveys.

Obj. 2.3 Grantees will adopt intentional strategies to communicate to parents and adult family members about program goals and objectives; activities; and their child's experience in the program.

Indicator 2.3a: At the beginning of each year of the grant, 100% of parents will be invited to participate in program Open Houses that describe program goals, objectives, and activities as evidenced by program schedules and letters, social media postings, e-mails and phone calls to parents and parent sign-in sheets.

Indicator 2.3b: Each month the program will provide 100% of parents with a newsletter that addresses the program's goals and describes activities that have taken place that month as evidenced by records of newsletter distributions.

Indicator 2.3c: Program staff will be available to parents for individual discussions on their child's performance in the program, addressing attendance, academic performance, behavior and changes over time at Parent Teacher conferences, other school events, and individually when it is convenient for the guardian to meet.

Goal 3. To measure participants' progress and program effectiveness through monitoring and evaluating.

Obj. 3.1 Throughout the grant period, the grantee will continually assess program quality and effectiveness and use this information to support quality improvement.

Indicator 3.1a: By the end of the program's first year, school day teachers of at least 50% of program participants will complete surveys addressing student improvement over the life of the grant, as evidenced by completed surveys.

Indicator 3.1b: By October 1, 2021, the program will engage experienced 21CCLC evaluator Laurus Grant-writing and Evaluation Services, LLC to provide regular review of program indicators, including attendance, report cards and surveys, as evidenced by evaluator reports. The Evaluator will meet regularly with program stakeholders.

Indicator 3.1c: The Project Director will review PARS21 attendance data on at least a bi-weekly basis, as evidenced by reports to the Program Supervisor.

Indicator 3.1d: Data on program performance will be shared with the Advisory Committee and program staff at least quarterly, as evidenced by meeting minutes.

Indicator 3.1e: The program evaluation will be guided by the principles of action research, as evidenced by the evaluation plan.

Indicator 3.1f: Parents, students, program staff and school leadership will complete at least one survey per year, providing input that will continually help improve program quality as evidenced by completed surveys and evaluation reports.

Obj. 3.2 The grantee will work to obtain data on students' in-school progress in the areas of academic achievement, behavior, and social development and use this information to inform the design and delivery of programming.

Indicator 3.2a: 21CCLC staff will collect school data from the school administration in August 2021 to establish a baseline for improvement, as evidenced by baseline results.

Indicator 3.2b: At least 90% of regularly participating students' report card grades in reading, mathematics and other subjects will be collected and analyzed during each marking period.

Indicator 3.2c: By the end of the program's first year, teachers of at least 75% of program participants will complete surveys addressing student academic performance, behavior and social development, as evidenced by completed surveys.

Indicator 3.2d: Evaluator and program staff will consult school records of academic achievement and disciplinary action on at least a quarterly basis, as evidenced by academic and disciplinary records.

Indicator 3.2e: At least 90% of students' computerized individual learning assessment results will be analyzed and utilized to adapt programming.

Obj. 3.3 Throughout the grant period, the grantee will adopt measures as needed within the program when data is not available from other sources to assess (a) youth engagement in program activities; (b) the academic and/or social-emotional needs of participating youth; and (c) program impact.

Indicator 3.3a: By the end of the first year of the program, the following will have completed at least one survey: school leadership, 90% of program staff, 50% of school day teachers, 90% of program partners, 50% of parents and 90% of students, as evidenced by completed surveys.

Indicator 3.3b: Program staff will conduct formal classroom observations of all program activities on at least a quarterly basis, as measured by staff notes.

Indicator 3.3c: Program staff will acquire consistent reports from school day teachers on student homework completion, academic performance, and classroom behavior, as measured by staff notes.

Indicator 3.3d: Program staff will utilize the NJ Quality Standards for Afterschool Assessment Tool at least twice each program year, using the results to adapt the program, as necessary. Measured by completed Assessment Tool worksheets.

Obj. 3.4 The grantee will measure the impact of the program on family members of participating students.

Indicator 3.4a: Each year the program will distribute surveys to 100% of parents; at least 50% will complete surveys, as measured by completed surveys.

Indicator 3.4b: The program will utilize the Advisory Committee to elicit additional parent feedback to guide program direction, as measured by Advisory Committee meeting notes.

Indicator 3.4c: 21CCLC staff will conduct exit surveys and interviews to capture real-time feedback after each family activity, as evidenced by completed survey tools.